

Year 5 Information for Parents Age Related Expectations for Reading

A Year 5 Reader can

Word Reading
I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
I can read further exception words, noting the unusual correspondences between spelling and sound.
I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
I can re-read and read ahead to check for meaning.
I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.
I can identify significant ideas, events and characters; and discuss their significance.
I can recite poems by heart, e.g. narrative verse, haiku.
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
I can use meaning-seeking strategies to explore the meaning of words in context.
I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.
I can identify and comment on a writer's use of language for effect. for example, precisely chosen adjectives, similes and personification.
I can identify grammatical features used by the writer (rhetorical questions, varied sentence lengths, varied sentence starters, empty words) to impact on the reader.
I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.
I can justify inferences with evidence from the text.
I can make predictions from what has been read.
I can summarise the main ideas drawn from a text.
I can identify the effect of the context on a text; for example, historical context or other cultures.
I can identify how language, structure and presentation contribute to the meaning of a text.
I can express a personal point of view about a text, giving reasons.
I can make connections between other similar texts, prior knowledge and experience.
I can compare different versions of texts and talk about their differences and similarities.
I can listen to and build on others' ideas and opinions about a text.
I can present an oral overview or summary of a text.
I can present the author's viewpoint of a text.

Comprehension cont.

I can present a personal point of view based on what has been read.

I can listen to others' personal point of view.

I can explain a personal point of view and give reasons.

I know the difference between fact and opinion.

I can use my knowledge of structure of text type to find key information.

I can use text marking to identify key information in a text.

I can make notes from text marking.

Reading Targets - Comprehension

Exceeding Year 5 Expectations

I can express opinions about a text, using evidence from the text, giving reasons and explanations.
(Point, evidence, explanation)

I can adapt my own opinion in the light of further reading or others' ideas.

I can identify formal and informal language .

I know the features of different narrative text types, for example, adventure, fantasy, myths.

I can compare texts by the same writer.

I can compare texts by different writers on the same topic.

I can summarise key information from different texts.

I can empathise with different characters' points of view.

I can infer meaning using evidence from the text and wider reading and personal experience.

I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader.

I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.

I know how the way a text is organised supports the purpose of the writing.

I can use scanning and text marking to find and identify key information.

Year 5 Information for Parents Age Related Expectations for Writing

A Year 5 Writer Can:

Transcription
<u>Spelling</u>
I can form verbs with prefixes.
I can convert nouns or adjectives into verbs by adding a suffix.
I understand the rules for adding prefixes and suffixes.
I can spell words with silent letters.
I can distinguish between homophones and other words which are often confused.
I can spell the commonly mis-spelt words from the Y5/6 word list.
I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.
I can use a thesaurus.
I can use a range of spelling strategies.
<u>Handwriting</u>
I can choose the style of handwriting to use when given a choice.
I can choose the handwriting that is best suited for a specific task.
Composition
I can discuss the audience and purpose of the writing.
I can start sentences in different ways.
I can use the correct features and sentence structure matched to the text type we are working on.
I can develop characters through action and dialogue.
I can establish a viewpoint as the writer through commenting on characters and events.
I can use grammar and vocabulary to create an impact on the reader.
I can use stylistic devices to create effects in writing.
I can add well-chosen detail to interest the reader.
I can summarise a paragraph.
I can organise my writing into paragraphs to show different information or events.
Grammar and Punctuation
<u>Sentence structure</u>
I can use relative clauses.
I can use adverbs or modal verbs to indicate a degree of possibility.
<u>Text structure</u>
I can build cohesion between paragraphs.
I can use adverbials to link paragraphs.
<u>Punctuation</u>
I can use brackets, dashes and commas to indicate parenthesis.
I can use commas to clarify meaning or avoid ambiguity.

Writing Targets

Exceeding Year 5 Expectations

I can use paragraphs to structure the plot in narrative writing, showing changes in time, place and events.

I can use changes in time and place to guide the reader through the text.

I can use paragraphs to organise information logically and shape a non-fiction text effectively.

I can sustain and develop an idea within a paragraph, introducing it with a topic sentence.

I can close text with reference to its opening.

I can re-order sentences to create an impact on the reader.

I can use expanded noun phrases to add well thought out detail to writing.

I can use punctuation to clarify the meaning of sentences e.g. commas to mark phrases and clauses.

I can use dialogue effectively and punctuate it accurately.

Year 5 Information for Parents Age Related Expectations for Maths

A Year 5 Mathematician can:

Number
I can count forwards and backwards in steps of powers of 10 for any given number up to 1,000,000.
I recognise and use thousandths and relate them to tenths, hundredths and decimals equivalents.
I recognise mixed numbers and improper fractions and can convert from one to the other.
I can read and write decimal numbers as fractions.
I recognise the % symbol and understand percent relates to a number of parts per hundred.
I can write percentages as a fraction with denominator hundred and as a decimal fraction.
I can compare and add fractions whose denominators are all multiples of the same number.
I can multiply and divide numbers mentally drawing on known facts up to 12×12 .
I can round decimals with 2dp to the nearest whole number and to 1dp.
I recognise and use square numbers and cube numbers; and can use the notation 2 and 3 .
I can multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
I can multiply numbers up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for a 2-digit number.
I can divide numbers up to 4-digits by a 1-digit number.
I can solve problems involving multiplication and division where large numbers are used by decomposing them into factors.
I can solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
I can solve problems involving numbers up to 3dp.
Measurement and geometry
I know that angles are measured in degrees.
I can estimate and compare acute, obtuse and reflex angles.
I can draw given angles and measure them in degrees.
I can convert between different units of metric measures and estimate volume and capacity.
I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
I can calculate and compare the areas of squares and rectangles including using standards units (cm^2 and m^2).
I can solve comparison, sum and difference problems using information presented in a line graph.

Mathematics Targets

Exceeding Year 5 Expectations

I have a concept of numbers well beyond 1,000,000 and their relative association to distances to planets; historical data and geographical aspects.
I can divide whole numbers (up to 4 digits) by 2-digit numbers, using my preferred method.
I can use rounding as a strategy for quickly assessing what approximate answers ought to be before calculating.
I can link working across zero for positive and negative numbers, for example, to work out time intervals between BC and AD in history
I can recognise the symbol for square root ($\sqrt{\quad}$) and work out square roots for numbers up to 100.
I can calculate number problems algebraically, for example, $2x - 3 = 5$
I can use my knowledge of measurement to create plans of areas around school, such as the classroom, field, outside play area, etc.
I can relate the imperial measures still used regularly in our society to their metric equivalents, for example, miles to Km and lbs to Kg.
I can use a range of timetables to work out journey times on a fictional journey around the world, for example, "How long would it take to reach the rainforests in the Amazon?"
I can collect my own data on a personal project and present information in formats of my choosing using charts, graphs and tables.